

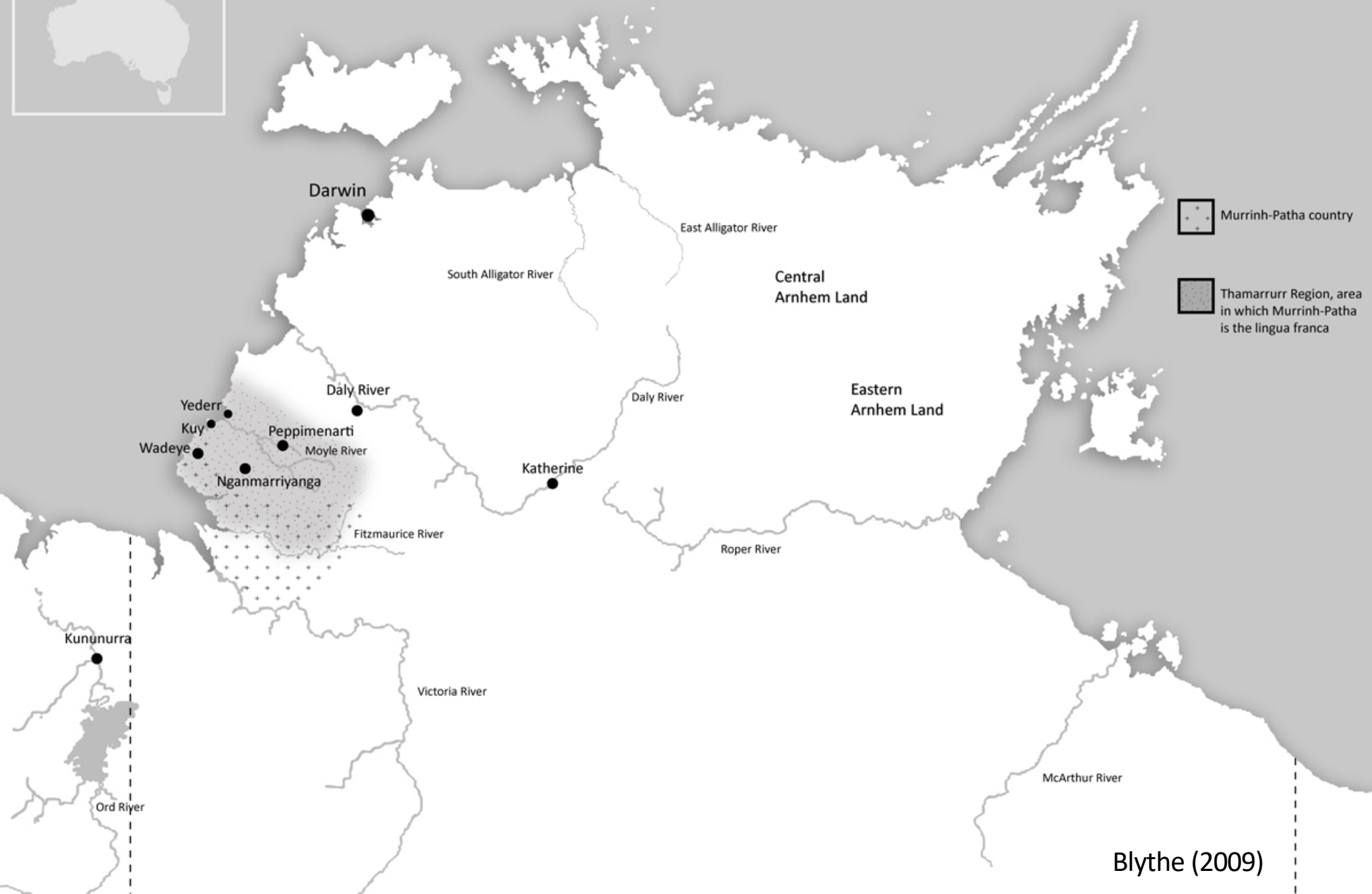
# The development and implementation of Murrinhpatha levelled reading at OLSH Thamarrurr Catholic College

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# Talk Outline

- Where we live
- Our school
- Murrinh kardu mamay nukun (Levelled Readers)
- How we use levelled readers in the classroom
- Using readers to help improve first language literacy and to strengthen Murrinhpatha at our school





# Wadeye (Port Keats)

- Kardu Thithay Diminin land
- Approximately 3000 people
- Many different clan and language groups
- Most people speak Murrinhpatha as a first language



# Bi-literacy and Bilingual Teaching and Learning

- Students participate in two distinct classroom streams following a 'step' model.



# Murrinhpatha language maintenance



We follow the Northern Territory Indigenous Languages and Cultures (NT:ILC) curriculum. Murrinhpatha language and literacy are taught/learnt through local cultural content knowledge (Country/Land; People/Kinship; Natural Environment).



# Bilingual/English as an Additional Language or Dialect (EALD)



We follow the Australian Curriculum (AC). English, Maths, Science, HASS, Health/PE, The Arts, Technology are taught/learnt through EALD/bilingual pedagogy.

# Teaching & learning needs

- OLSH 2016 Annual Improvement Plan identified that early years Murrinhpatha teaching and learning required additional support
- Discussions between leadership, teaching staff and Literature Production Centre identified a need for **‘more small books that the children can read’**
- When languages don’t have many resources, books in primary grades tend to be too difficult for independent reading (Davidson 2013)



# Murrinh kardu mamay nukun

- Further developing an existing resource
- Books developed and made on-site at the Literature Production Centre
- Use levelling guides adapted from English (e.g. Rog & Burton 2001)
- Aim to have 20 levels of 20 books



# Murrinh kardu mamay nukun

- Features
  - Clear typography
  - Familiar concepts
  - Pictures support text
- Books
  - Reprint existing books
  - Adapt more complicated books
  - Write new books



Ku pangkuy ngarra  
dara.



Ku pangkuy ngarra  
thay.

# Challenges

- What does a good Murrinhpatha levelled reader look like? (Forshaw et al. 2017)
- Long verbs which are difficult to decode due to polysynthetic structure
- Lexical choice
- Production



# In the classroom





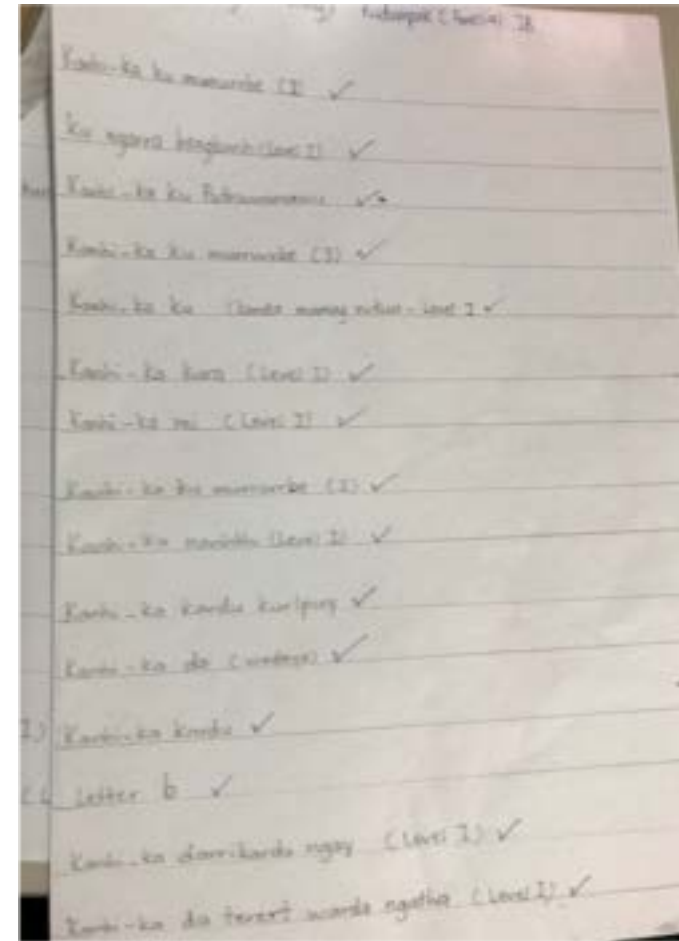
Useful resource for guided reading in small groups and one-on-one reading



# 1

## Numi

Nirrai Cassima Cumaiyi
Ngarlthama Larry Dulla
Thinpili Andrew Dumoo
Narari Martin Karui
Ngalburnudarri Ethan Kungul
Yertpala Michael Kurawul
Dinmanna Winona Kurungaiyi
Perrederr Loyola Lantjin
Wemen Jake Longmair
Yuwalma Melissa Longmair





Books are useful for emerging readers. They have lots of short, easily decodable words, sight words, familiar content and helpful pictures to support independent reading.



# The books can be used for assessment to track students reading in Murrinhpatha

QUIZ TEST . V

Kale ngay nadha dini ku  
balli-nu .

1. ✓ ✓ ✓ Ka | sp | T ✓ ✓ ✓ ✓  
~~nadha~~

2. ✓ ✓ ✓ ✓ ✓

3. ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

4. ✓ ✓ ✓ ✓ ✓ ✓ ✓

5. ✓ ✓ ✓ warda | T ✓ ✓  
wurda |

6. ✓ ✓ ✓ ✓ ✓ ✓ ✓

7. ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

8. ✓ ✓ ✓ T  
dinimardamadadha (broke into syllables =)  
✓ ✓ ✓ ✓ ✓ ✓ ✓  
✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓







95% .


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3/60 words

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Jozabel

K K   S    

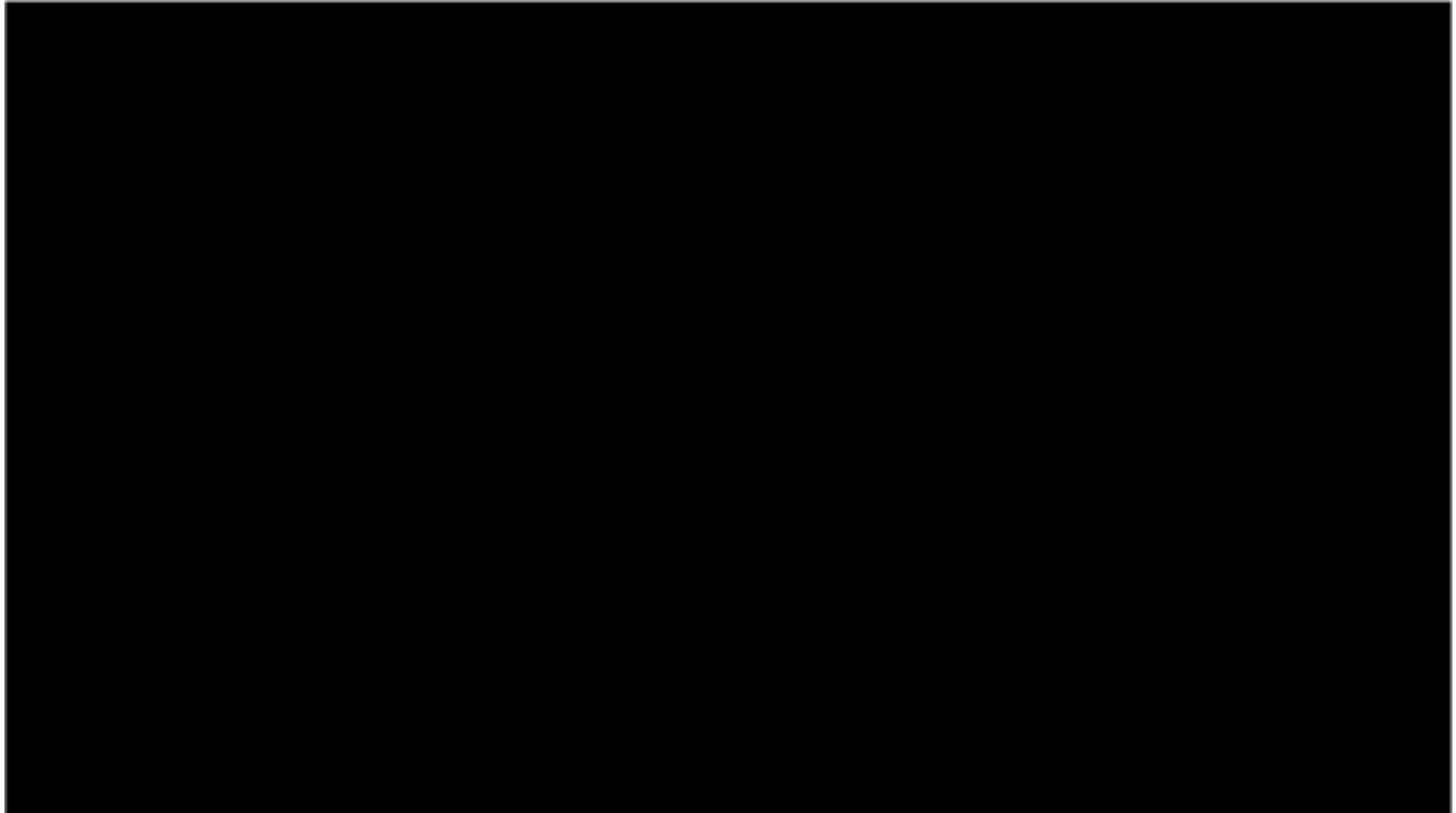
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E T K b u l m i a r t g .





# Independent reading



# Bilingual education in the Northern Territory



# Implementational and ideological spaces for bilingual education



‘Ideological spaces created by language and education policies can be seen as carving out implementational ones at classroom and community levels, **but implementational spaces can also serve as wedges to pry open ideological ones**’ (Hornberger 2005: 606)

# Reflections

- More conversations about how we teach students to read
- More awareness of our students' reading abilities
- More targeted guided and independent reading happening in classrooms
- Developing targeted learning conversations with students about next steps in their learning
- Inclusion of MP assessment data at system level - side by side with English assessment data
- Working towards more comprehensive handover of student capabilities to future teachers
- Increased support for Murrinhpatha teaching and learning (but we still get forgotten!)



# Murrinhpatha kumparra

Working towards  
improved reading  
outcomes and a  
positive increase in  
implementational and  
ideological spaces for  
Murrinhpatha in our  
school



# References

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Ngarra da puth